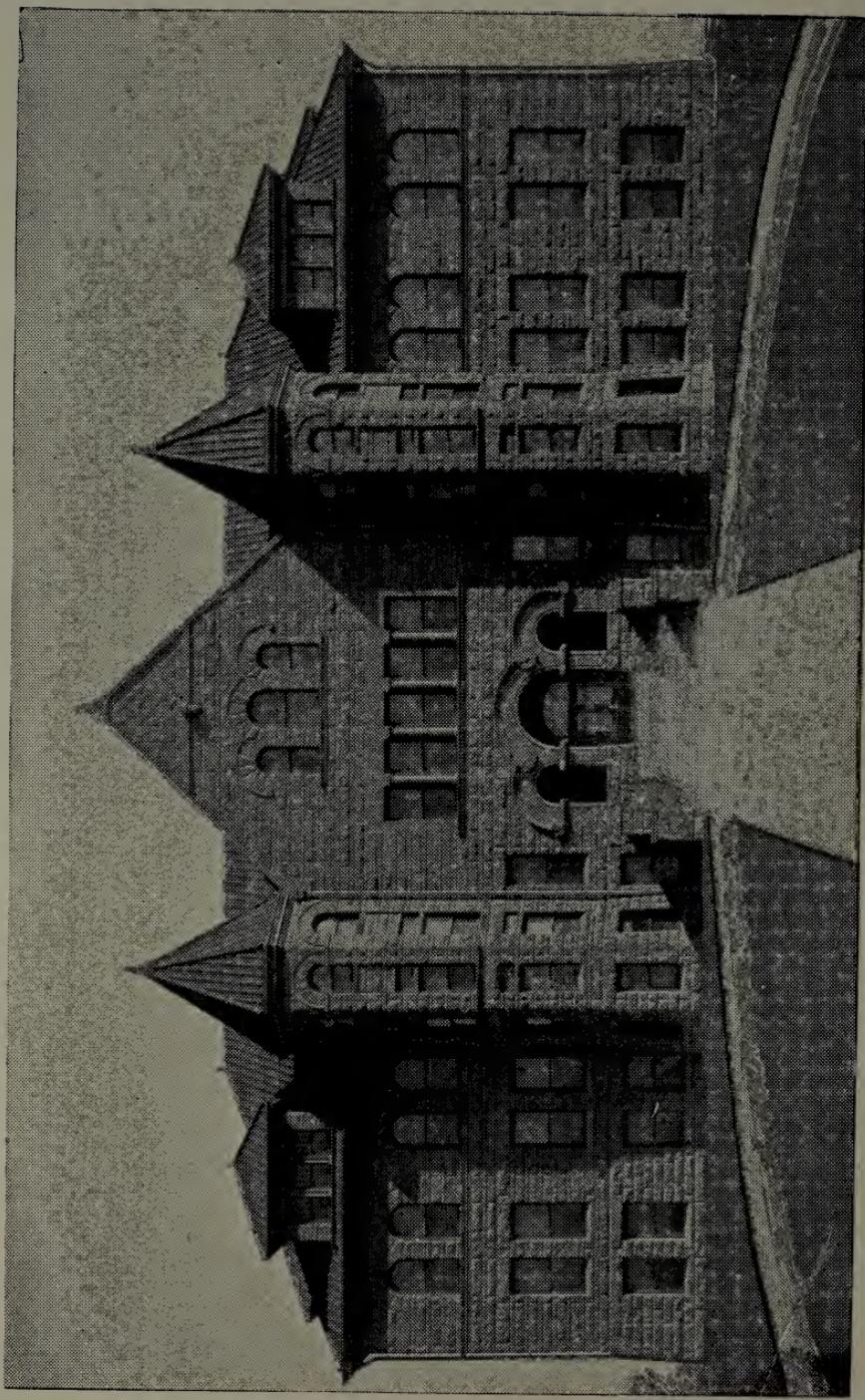


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1901/02



NEW MEXICO NORMAL UNIVERSITY

NEW MEXICO NORMAL UNIVERSITY

AT

LAS VEGAS, NEW MEXICO.

1. NORMAL SCHOOL.
 2. GRADUATE SCHOOL.
 3. ACADEMIC SCHOOL.
 4. MANUAL TRAINING SCHOOL.
-

1902.

BOARD OF REGENTS.

HON. FRANK SPRINGER, President.

HON. M. W. BROWNE, Sec'y-Treas.

HON. CHAS. ILFELD.

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CALENDAR, 1902-1903.

September 2, Fall Term Begins.

November 24, Winter Term Begins.

March 9, Spring Term Begins.

May 28, Commencement Day.

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M. MADELINE VEVERKA,

Training Teacher, Kindergarten.

EMERSON ATKINS,

Stenographer.

*On leave of absence 1902-1903.

NEW MEXICO NORMAL UNIVERSITY

I. GENERAL STATEMENT

By an act of the Territorial Legislature of 1893, the New Mexico Normal School at Las Vegas was created. The proceeds of the special tax levied at that time for the erection of the building, with the addition of \$10,000, appropriated by the legislature of 1895, and the sum of \$19,700, advanced by the citizens of Las Vegas in 1898, were applied to the erection and equipment of the beautiful sandstone building now occupied by the school. The building is of the Romanesque style of architecture. It is situated on an eminence in the center of the city of Las Vegas, easy of access from all directions, and surrounded by perfect sanitary conditions. It is heated by steam, perfectly lighted and ventilated, furnished with electric lights and supplied with mountain water.

On Oct. 4, 1897, the organization of the institution was begun by the election of the President. The next year was devoted to the making up of the faculty, the furnishing of the building, equipment of departments, and general preliminary operations. At 8:30 a. m., Oct. 3, 1898, the institution was opened with ninety-two students enrolled.

The 33rd Legislative Assembly extended the scope of the institution by creating it "The New Mexico Normal University," and by directing that a Manual Training School, and Kindergarten Training School be established in connection with it. An appropriation of \$19,300 was made for the purpose of reimbursing the citizens of Las Vegas for the amount ad-

vanced by them to complete the building, and an additional millage tax was levied for maintenance. By an Act of the 34th Legislative Assembly the maintenance of the school was fixed at one-half mill tax upon all taxable property of the Territory. For the purpose of permanent improvement it also has the proceeds arising from the sale and rental of 50,000 acres of public land.

In organizing the work of the New Mexico Normal University, the Board of Regents and President were guided by the various legislative acts pertaining to the institution and by the manifest needs of the people of New Mexico. Accordingly the plan of organization herein outlined was adopted and is now in operation. The departments that make up the Normal University are: (1) The Normal School, with its accessory schools which make up the training department; viz., the model schools, comprising all grades from kindergarten to high school inclusive, and the practice school. (2) The Academic School. (3) The Manual Training School. (4) The Graduate School. It is believed that this plan of organization embodies the highest ideal of the Normal School as a training school for teachers, and at the same time serves the purpose of bringing the advantages of good general education, in elementary, secondary and higher grades, within the reach of every young person in New Mexico who is mentally and morally qualified to receive it.

II. THE NORMAL SCHOOL

The mission of the Normal School is threefold. (1) To educate teachers for the public school service, (2) To develop a model system of public school education for the guidance of the schools of the state, (3) To promote the vital relations which should exist between the home and the school. The ideal training

for the teacher is the ideal training for the parent. No other course is such a direct and efficient preparation for home-making as the normal course.

The general method of training may be stated as follows: By the study of biological and physical sciences, history, literature and mathematics, to gain power of clear and continuous thought, power of expression, culture, broad grasp of scientific generalizations, mental training necessary to grasp and apply educational principles.

By the study of art, to gain skill and versatility in expression, mental development and culture, understanding of the influence of art in the development of character.

By the study of psychology and the social sciences, to gain an understanding of the phenomena and laws of mental and spiritual growth, the evolution of society, the development of the social mind, the nature and end of society.

By the study of pedagogy, to gain insight into the philosophy of education, knowledge of the history of educational theories and systems, educational ideals, grasp of educational values, clear understanding of educational forces.

By observation and study of expert teaching in modern schools, to become familiar with every detail of school organization, the method of the recitation, and adaptation of material for instruction.

By actual teaching, under the direction of expert training teachers, to immediately reduce to practical operation the theoretical work of the pedagogic course, make practical test of educational theories and gain the personal power and professional spirit which comes only from actual experience. It is the final test of fitness for the grave responsibilities of the teacher.

COURSE OF STUDY (CONDENSED).

The work of the normal course is largely professional. Students taking this course who are found deficient in general education, will be required to take the necessary preparatory work in the academic school. The aim is to give professional training to students who possess the requisite natural qualification for the making of teachers.

REGULAR NORMAL COURSE.

SOPHOMORE YEAR.

Biology	6
Geometry.....	4
English.....	4
Training Work (Method and Observation).....	4
Art.....	4

JUNIOR YEAR.

Psychology.....	4
History and Government.....	4
Manual Training.....	4
Training Work (Observation and Child Study).....	4
Chemistry.....	6
Physical Culture.....	2

SENIOR YEAR.

Pedagogy	4
Literature.....	4
Physics.....	6
Training Work (Teaching and Criticism)	6
Sociology	4
Music.....	2

III. THE MODEL SCHOOL.

The Model school comprises kindergarten, primary and secondary grades. It is a complete public school from kindergarten to high school, inclusive. It is a

very important part of the normal school. The aim is to make the model school an institution which may become the pattern for the public schools of the state. To that end only the best of training teachers are placed in charge. The pupils of the model schools are under the direction of expert teachers from the beginning of their work in the kindergarten to the end in the high school. All the resources of the Normal University in the way of apparatus and appliances are used by the pupils of the model school. The pupils have the full benefit of the museum, physical apparatus, library, laboratories, gymnasium and athletic field. The school rooms are models of cleanliness, and every means known to pedagogic science is used to promote the health, comfort, happiness and morals of the pupils. The rooms are made beautiful and home-like. The school hours are materially shortened in the interests of health and with actual gain in intellectual progress. There is no crowding of the course of study. By eliminating from the commonly accepted branches all that has been found to be lifeless and useless matter, and enriching the course with nature study, music, art, physical culture, manual training and literature, the physical, mental and moral vigor of the pupils is conserved. All students of the normal school have access to the model school for the study of methods, management, organization, classification, supervision, hygiene, course of study and all other phases of public school work. The work for the kindergarten and first six grades is outlined below. The course for the six higher grades is outlined in connection with the course of study for the academic school with which it is identical. The department plan is used from the seventh grade on. The aim has been to make this a model course for the public schools of the state.

MODEL SCHOOL COURSES

1. KINDERGARTEN.

The genuine educational foundations are laid in the kindergarten. Through creative play, observation of nature, and aesthetic environment, the senses are trained, the mind quickened, the ethical sense aroused and the child prepared for the broad and deep education, the full, rich character of later life.

Nature Study—Outdoor excursions. Observations of the habits of insects, birds and mammals, changes of season, etc. Temperature and weather records begun.

Construction—Clay modeling; sand modeling; weaving; building with blocks; use of kindergarten material.

Plays and Games—Rhythrical, imitative plays; sense games. Dramatization of stories. Circle.

Garden Work—Observation of habits of plants; planting of seeds; cultivation; observation of germination; growth, flowering and fruitage; gathering of seeds and storing and labeling for planting in spring.

Music—Movement songs and simple humming melodies.

Stories—Ethical stories, nature myths, fairy tales, fables, poems and songs.

2. ELEMENTARY GRADES (FIRST TO SIXTH)

NATURE STUDY

The science work of the school is continuous from the lowest grade to the highest. The work is designed to preserve and develop that love of and interest in nature which is inherent in all children, and to educate them in scientific ways of thought, so that they will observe correctly, and perceive readily the more obvious relations between cause and effect.

The course outlined below only partially indicates the work done, as many subjects will be discussed as they present themselves to the children. It is not considered wise to ask the children at an early age to study only one thing at a time, or only certain things prescribed. Their active minds naturally wander somewhat at random among the phenomena presented by their environment, and were it not for this fact most of our school taught boys and girls would be dull and ignorant indeed. It is desired to encourage this freedom of observation, and to bring about as complete a realization of nature in the child-mind as may be possible.

It is not to be understood that we aim at a merely superficial acquaintance with all phenomena, or that a certain degree of specialization is inconsistent with the above plan. One could learn many things about the character of the ocean in a single descent from the surface to the bottom, that would never be appreciated by sailing on the surface no matter how far or how long. Similarly, a child may learn more about life by raising one kind of butterfly from the egg, than by watching many kinds of butterflies in the air. It is only by original investigation that the scientific method can be acquired, and we see no reason why the child should not conduct such investigations as well as the adult. It is of no consequence, pedagogically, whether the results are new to the sum of human knowledge—the point is that they should be new to and discovered by the student. All of this involves thorough and continuous work, which some people interpret as specialization.

First Properties of living things: They eat, move,
Grade breathe, etc. Visits to the museum; the variety of things. Things that are not alive; the rocks and earth. Field work.

Second Habits of animals: Observation and stories, **Grade** Grow plants from seed; see how they bend to the light, and how darkness affects them. Different substances; their weights, color, transparency, etc. Field work.

Third Living cells; how things grow. Movements **Grade** in animals and plants. Origin of earth from rocks. Effects of water upon the surface of the earth. Solids, liquids and gases. (Water, ice, steam). The shape of the earth; the sun and the moon. Observations on ants' nests. Biography of Franklin. Field work.

Fourth Living cells; different kinds of cells. Blood **Grade** corpuscles, etc. Igneous and sedimentary rocks. Heat and light; sound. The planets and fixed stars. Biography of Galileo. Different kinds of birds; their habits; dates of arrival of migratory species. Field work.

Fifth Flowers and leaves. Sexual organs of **Grade** flowers; pollen; means for cross-fertilization. Colors of flowers; pigments. Variation in animals and plants. Geological periods; fossils. Conservation of matter and energy; conversion of one form of energy into another. Raise some moth or butterfly from the egg; metamorphosis. Biography of Aristotle. Field work. Special studies.

Sixth Chemical elements and chemical affinity. **Grade** Burning, dissolving, rusting, etc. Composition of air, water, sugar, salt, fat, bone, etc. Atoms and molecules. Crystals. Utilitarian side of science. Science and literature; science and art. History of science. Study and collection of shells. Species and varieties. Biography of Linné. Rules of biological nomenclature. Field work. Special studies.

General Lessons Lessons will be given throughout the course in hygiene and physiology. Talks will be given on air, food, clothes, the danger from bacterial diseases and the necessity for good water, clean milk, and hygienic conditions about the house and city. A prominent place will be given to simple experiments illustrating life processes.

HISTORY AND LITERATURE

History and literature as here used include modern and ancient history, biography, tradition, myth, fiction, drama, poetry and literary masterpieces of every kind. Some of this material should be brought within the reach of the children in every grade. The material used should be the very best that history and literature can furnish. The characters impressed upon the minds of children from these sources are as powerful as living companions. This material is used for the direct purpose of shaping moral ideas and character. Fragmentary selections are of comparatively little value. Entire masterpieces are used. The high moral value of this material renders it of first importance in the course. It adds interest and strength to other studies, such as reading, grammar, composition, etc. It furnishes all the necessary material for language teaching during the first four years of the course.

First Grade Fall Term: Story of Clytie; "September," by Helen Hunt, is memorized; The Anxious Leaf; "October," by Helen Hunt, memorized; biographical sketch of Helen Hunt, bringing out her sympathy for the Indians; thus leading up to the Stories of the Red Children and Coming of Columbus; "November," by Helen Hunt, parts memorized; Pilgrim Stories and Stories of Colonial Life. From the study of the Red Children the industries of primitive man are taken up.

Winter Term: The Little Pine Tree; Christmas

Story and poems memorized; Eskimo Life; Stories of Lincoln and Washington.

Spring Term: Stories of Persephone and Eolus; Legends of Robin Red Breast; The Ugly Duckling; Easter Stories; "The Child World."

Second Grade Written reproduction of the stories told to first grade. The central feature of the work rests upon Hiawatha, and this becomes the foundation of a large part of the work in manual training and drawing.

Third Grade Robinson Crusoe is the basis of the work in first and second terms. The elements of adventure, of novelty, the study of primitive conditions, of the hero's ingenuity, courage and resolution. Story of Siegfried. The ideals of life presented in Teutonic mythology. Greek Heroes; heroic element in these stories compared with those in the former story. Poems from Riley, Field and Longfellow read through out the year, some memorized; biographical sketch of Whittier and his child poems read.

Fourth Grade (See outline for fourth grade reading.)

Fifth Grade Pottery; modes of travel and writing; mound builders; Aztecs; Indians; biographies of discoverers and explorers of America; "Pilgrims and Puritans," adapted; Old Norse Stories; Indian Mythology and biographies; King of the Golden River; Roman and English biographies; Hiawatha; Swiss Family Robinson; Stories Mother Nature Told Her Children.

Sixth Grade Virginia, settlement; Quakers; Pennsylvania; New York; Maryland; the Carolinas and Georgia; French and Indian Wars; The Nurnburg Stove (Ouida); Dickens' Christmas Carol; Guerber's Story of Greece; Peabody's Old Greek Stories; Myths, Norse, Greek, Roman and Oriental; Guerber's Story

of the Romans; The Dog of Flanders (Ouida); Lamb's Tales from Shakespeare.

READING

The aim in teaching reading is to acquaint the child with the world's best literature—that which embodies the highest moral truths, the greatest spiritual significance. It naturally correlates with history and literature, nature study, and language work.

The teaching of reading to beginners is carried on at first by the Sentence Method. The child first learns to read and write words already known to him. By processes of analysis the individual words become known and are afterward analyzed into their phonic and alphabetic elements.

After the first grade special stress is laid upon the oral reproduction of the printed page, thus developing the power to grasp and retain at one reading the thought contained in a chapter.

First Grade Games and stories as a basis for learning symbols. Later the nature study becomes the basis for reading. Printed classics in nature and literature. Baldwin's First Reader and supplementary readers. Children make dictionaries of vocabulary acquired.

Second Grade Classics for second grade. Lights to Literature. Baldwin's Second Reader.

Third Grade Nature myths; In Mythland; Our Shy Neighbors; Stories of the Red Children, Baldwin's Third Reader; Big People and Little People of Other Lands:

Fourth Grade Great Americans for Little Americans; Fifty Famous Stories Retold; Colonial Stories; Miraculous Pitcher; Pied Piper of Hamlin with selections from Browning's poem; Study of Longfellow's Poems, portions memorized from "The Village Blacksmith," and "The Children's Hour;" Fourth Reader.

Fifth Grade Baldwin's Fifth Reader; selections from Lights to Literature; selections from Longfellow.

Sixth Grade Baldwin's Sixth Reader; selections from Jean Ingelow. Macaulay's Lays.

LANGUAGE

Up to the fifth grade, language work is not differentiated from reading, history and literature, but is correlated with those as well as with all the other subjects of instruction. From this point on the same scheme of correlation is maintained, but formal instruction in both English and German is also given.

Fifth Grade English—oral: adjectives and adverbs; forms and uses; subject and predicate; forms and uses of nouns, pronouns and verbs; gender and number of nouns; person and number of pronouns; tenses, how made. Written punctuation; quotations; illustrated paragraphs; letters, bills, receipts.

German: Conversational work begun by inductive method; reading of simple selections from German "Fables and Fairy Tales."

Sixth Grade English—oral: Parts of speech, uses and forms; person and number, tense and voice; infinitive; participle; relative clause; analysis of complex sentence; participial and propositional phrases; defining.

Written: Punctuation; work of fifth grade continued; forms of practical composition.

German: Conversation; easy German stories; from Doriot's Inductive Reader.

GEOGRAPHY

Geography is not differentiated from nature study in the first four grades. It first becomes a subject of special instruction in the fifth grade.

Fifth Grade Evaporation, clouds, dew, rain, wind, frost, ice, snow, glaciers, icebergs, sunrise, sunset, day and night.

Study of globe; shape, points, lines, movements, zones, climate.

Moon; motions, phases, etc.

Clay, sand, rocks, sandstone, limestone, shale, coral, loam, peat, soft and hard coal.

Map of city of Las Vegas; industries, products, exports, imports, population, government, etc.

Map of San Miguel county; government, productions, imports and exports of this county.

Sixth Grade Map of New Mexico, its government, products, exports and imports.

Earth and sun; seasons, zones.

General Geography of New Mexico and the United States.

General Geography of North America, the Western Continent and the Earth.

North America, relief, political, historical.

Mountains, valleys, plains, volcanoes, earthquakes, rivers, lakes, falls, canons, deltas.

Moon, planets, principal stars, systems.

ARITHMETIC

Logical thinking can only be brought about by accurate and definite impressions gained through the senses. It is the aim throughout the primary school to quicken and train all the senses, and bring them to the highest degree of perfection. This lays the foundation, not only for number, but for other lines of work.

First Grade Sense training and concrete work based upon Speer's Primary Manual; symbol work incidentally introduced. Measurement and form growing out of fifth, sixth and seventh gifts.

Second Addition, subtraction, and multiplication
Grade objectively, associated with symbols. Retention aided by practical problems. These processes are so closely connected, involving the same principles, that it seems best to introduce them during the same year. The last two processes are merely different forms of the first. Read and write numbers to 1,000.

Third Practical problems involving complicated
Grade forms of addition, subtraction and multiplication. Short division introduced during last term. Read and write numbers to three periods.

Fourth Review previous work; long division including units, tens and hundreds in the divisor. Multiplication with units, tens and hundreds in the multiplier. Read and write numbers to five periods. Problems in foot and yard measure, ounces, pounds, pints, quarts and gallons have been used from first year up. Devices found in Miss Aiken's Mind Training will be used from second grade in connection with all number work for the sake of rapidity and accuracy.

Fifth Fractions; cash accounts; bills; ratio and
Grade proportion; time and leap year; history of the calendar; decimals; per cents; weights and measures; field work in measurement of lines and surfaces; kinds of angles; areas of triangles; use of algebraic terms to represent perimeters and areas of simple figures; equations.

Sixth Weights and measures; volumes; history of
Grade units of weights and measures; history of Arabic and Roman notation; accounts, bills, receipts, checks; ratios and proportion; decimal fractions; per cent, discount, profit; interest; measurement of angles; use of protractor; simple areas by triangulation; algebraic representation of volumes and surfaces; equations, signs, powers.

MANUAL TRAINING

The course in manual training is a continuous series of exercises in educative handwork from the kindergarten through the elementary grades. It begins in the creative play of the kindergarten children and grows into the construction of useful articles by means of tools in the higher grades. The development of the mind through the training of the hand is the principal object of this work.

First Grade Paper folding; paper mat weaving; paper cutting.

Clay forms: cubes, cylinders, spheres; and life forms, fruits, seed pods and leaf impressions.

Paper forms: wall pockets, envelopes of different sizes, paper trays, square and oblong.

Cardboard forms: make all models as made in paper; in addition, checkerboard, matchsafe, and comb case.

Work in cards and mats of braided raphia.

In clay: from objects, the duck, kingfisher and rabbit.

In bas-relief: pictures from literature; stories.

Second Grade In cardboard: cube, square and triangular prism.

In connection with the study of Hiawatha, make tepee, canoe, Indian cradle, and simple forms of mats and baskets in raphia.

In sewing: a continuation of this work on perforated cardboard. Life forms. The introduction of running and overhand stitching on burlap.

In clay: natural objects to suit the time of year.

In bas-relief: illustrating the story of Hiawatha.

Third Grade In cardboard: the cone, square pyramid, triangular pyramid; also useful articles in cardboard, such as button box, pencil box, picture frame, etc.

Furnishings for hut of Robinson Crusoe on his island home.

In clay modeling, add coloring to objects already made.

In sewing: continuation in overhand stitches: also drawing.

In weaving: continue with basket work, adding new forms. Introduce work in textile weaving.

Fourth In clay: geographical forms in connection with the study of geography.

Weaving: basket and mat weaving in raphia and rattan.

Making of fabrics of different designs.

In clay modeling: repetitions of simple units of designs; scroll and leaf forms.

In cardboard: continuation of geometrical forms and useful articles. The useful articles may be decorated with designs in colored paper.

Fifth In connection with geography, make overshot and undershot water wheel; also windmill.

In clay modeling, continue work from fourth grade.

In cardboard: savings bank, envelop stand, and cornucopia.

In bent iron work: simple objects, such as pen racks, photograph stand, inkstand, etc.

In woodwork: with knife, make pencil sharpener, match scratcher, calendar back, bobbin winder, etc.

Sixth In bent iron work, continue the work begun in the fifth grade; add such models as napkin ring, teacup stand, cup and saucer rack, match safe, etc.

In cardboard, make higher geometrical forms, such as truncated pyramid and cone, etc.

In woodwork, continue whittling exercises, making such models as flower stick, Greek cross, table mat, etc.

Introduce such bench tools as saw, plane, square, chisel, etc. Teach their use.

Make such articles as pen-holder, flower-pot stand, triangle, picture frame, easel, fan and pen rack.

DRAWING

From the beginning, the efforts of the children in self-expression through drawing are encouraged and directed. Throughout the six years of the elementary school a continuous course adapted to the development of the pupils and correlated with all other lines of work is carried on. Crayon, charcoal, pencil and water colors are the principal media used. All these are introduced in the first grade. Particular attention is given to correct color teaching.

First Imaginative drawings; simple designs in flat **Grade** tints; form study from simple models.

Second Imaginative drawings; elementary study of **Grade** historic ornament; original borders composed of straight lines; form study.

Third Drawing to illustrate literature and history **Grade** stories; historic ornament in color; form study; memory drawings.

Fourth Illustration of stories continued; form **Grade** study: original designs from plant forms, color studies from models.

Fifth Illustration; object drawing; conventional **Grade** designs from plant forms; color studies from models.

Sixth Illustration; object drawing; composition of **Grade** simple landscapes; original designs for covers, programs, etc.

PHYSICAL CULTURE

The physical culture work is both developing and corrective. It aims to promote a healthful and vigorous natural development in every child, correct physi-

cal defects and bad physical habits, and impart to children at an early age a respect for perfect physical development and a knowledge of the elementary laws relating to the care of the body and the preservation of health.

First to Sixth Grades Inclusive Indoor and outdoor plays and games. Rythmic movement exercises. Special corrective exercises when needed. In lower grades the use of simple apparatus, as wands, etc. In upper grades the use of dumb bells, Indian clubs, wands and outdoor gymnasium.

MUSIC

Simple work in musical expression is commenced in the kindergarten and continued throughout the course. Every effort is made to cultivate, develop and preserve the voice and to cultivate an appreciation of and a love for high grade music.

First Grade Rote singing, melodic exercises and interval work. Exercises for developing proper breathing.

Second Grade Continuation of first grade work.

Third Grade Work similar to that of previous grades, adapted to the development of the children.

Fourth Grade Work of previous years extended; beginning of note reading and writing.

Fifth Grade Same as fourth grade; dictation and sight singing.

Sixth Grade Voice work; continue note reading and writing; sight singing; two part songs.

WRITING AND SPELLING

Throughout the elementary grades writing and spelling are taught in connection with other lines of work. Spelling lessons are drawn from every subject on the course and both oral and written drills are con-

stantly used. The vertical system of writing is used with beginners and continued through the primary grades. The so-called drill work for movement and form in writing is finished with the sixth grade. From that point on easy muscular movement is insisted on and set form is no longer required, but the characteristic, individual style of each pupil is encouraged.

3. SECONDARY GRADES

(Seventh to Twelfth inclusive.)

The work of the secondary grades of the model school is identical with that of the academic school. In these grades the department plan is largely used, and the purpose is to develop a model high school. The division between elementary and secondary grades is made between the sixth and seventh, rather than between the eighth and ninth as formerly. The purpose of this change is to remove the abrupt transition from grammar to high school grades which has everywhere resulted in a great falling off in attendance at the beginning of the high school course, and a high per cent of failures in ninth grade work. By the gradual introduction of departmental work and the bringing down into the seventh and eighth grades of the elements of algebra and geometry, with the study of one or more of the modern languages, it is hoped that the above-mentioned difficulties may be removed. For the course of study for these grades, see the outline of the Academic School.

IV. THE ACADEMIC SCHOOL

The purpose of the academic school is two fold. (1) In carrying out one of the purposes of the normal school, *i. e.* to develop a model system of public schools for the guidance of the schools of the state, it is necessary to develop not only the elementary but

the secondary school as well. The academic school serves as a model high school in the development of the model school system. (2) The academic school affords the necessary opportunity for general education which very many young people of New Mexico need and are unable to secure elsewhere, as a preparation for entrance upon normal school, technical school, college or university courses, or as a general preparation for life for those who will get no higher education. The requirements for admission are fulfilled by a good elementary school preparation which includes the branches usually taught up to and including the sixth grade in public schools. The academic course will furnish adequate preparation for entrance upon the professional work of the normal school, or for entrance to the A. B., Ph. B. and B. S. courses in all American universities.

COURSES OF STUDY (Condensed.)

FIRST YEAR.

Reading and Physical Culture.

Mathematics.

English.

Manual Training and Drawing.

Modern Language.

Geography.

Music.

SECOND YEAR.

Reading and Physical Culture.

Mathematics.

Physiology.

Manual Training and Drawing.

History and Literature.

English.

Modern Language.

Music.

THIRD YEAR.

REQUIRED.

English.....	4
Algebra.....	4
Reading and Physical Culture.....	4
Ancient or Modern Language.....	4
Elective.....	4

ELECTIVE.

Spanish.....	4
Latin.....	4
German.....	4
Greek.....	4
Geology.....	6
Manual Training.....	4

FOURTH YEAR.

REQUIRED.

English.....	4
Plane Geometry.....	4
Drawing.....	4
Ancient or Modern Language.....	4
Science.....	6

ELECTIVE.

Spanish.....	4
Latin.....	4
German.....	4
Greek.....	4
Biology.....	6
Manual Training.....	4

FIFTH YEAR.

REQUIRED.

History and Government.....	4
Physical Culture.....	2
Science.....	6
Elective.....	8

ELECTIVE.

Chemistry	6
Physiology	6
Higher Algebra & Solid Geometry	4
Latin	4
Greek	4
French	4
Manual Training	4

SIXTH YEAR.

REQUIRED.

12

Literature	4
Sociology	4
Music	2
Elective	12

ELECTIVE.

Physics	6
Psychology	4
Latin	4
French	4
Manual Training	4
Trigonometry and Analyt. Geometry	4
Economics	4

For detailed work of the Academic Courses, see outlines under Departmental Work.

EXPLANATION

Numerals indicate number of recitation hours per week.

Besides the required work, students may choose from the elective column enough branches to make up twenty recitation hours per week of work requiring preparation. More can be taken only by special permission of the faculty.

In choosing electives students will be required to observe the natural sequence of studies.

Ample time will be given in which to choose electives. After choice is made students will not be allowed to change except for weighty reasons, and never without consent of the faculty.

V. THE MANUAL TRAINING SCHOOL

By an act of the 33d Legislative Assembly, the manual training school for the Territory of New Mexico was created as a branch of this institution. Pursuant to this act the school was organized.

The opening of the manual training school is a most significant step in the development of the educational system in New Mexico. The great educational value of hand training, its use in the development of the mind and character, is coming to be generally recognized. In order to extend the benefits of the manual training school as widely as possible, the manual training teachers will willingly assist teachers and boards in introducing the work into the public schools of the territory.

VI. THE GRADUATE SCHOOL

There is a demand on the part of our most efficient teachers for training of a higher professional character than can be offered by the regular normal course as well as for work of full collegiate grade in the sciences, mathematics, languages, literature, etc. To meet this demand is the function of the graduate school. It is designed not only to prepare grade teachers for work of a higher order, but also to meet the needs of critic teachers, high school teachers, principals, superintendents and specialists. The course leads to the degree of Master of Pedagogy, and consists of advanced courses in pedagogy, psychology, anthropology, social, political, biological and physical sciences, mathematics, languages and literature.

This course, added to the regular normal course, is equivalent to a four years' course of collegiate grade. Students are eligible for admission who have completed state normal school or college courses, or whose special training has been such as to enable them to do

the work of the course successfully. Special facilities are afforded for research work in natural sciences, particularly in biology and anthropology, in which the museum facilities and opportunities for field work are unsurpassed in the west. Original work in history, sociology and psychology, may be done here to good advantage, and the courses offered in mathematics, languages, literature, etc., are conducted by professors who have had the training of the best universities of America and Europe.

VII. DEPARTMENTAL WORK

Normal and Academic

EDUCATION

History of Education In this study the pedagogic movements of the civilized races are surveyed. It introduces the teacher to the ideals and systems of the educators and philosophers who have shaped educational theory and practice in past times. The chief types of ancient civilization—Egyptian, Persian, Chinese, Hindoo, Hebrew, Greek and Roman are presented. This is followed by an examination of the systems of the leading educational reformers of mediaeval and modern times. The aim of the course is to develop, in the light of history of civilization, an insight into the meaning of the great historic movements, their influence in shaping modern educational systems, and the development of the educational ideal.

Philosophy of Education In this course the contributions of the physical, biological and social sciences, psychology, and the history of civilization, to pedagogy are utilized as a basis for a scientific theory of education. Educational aims, forces, methods and processes are considered, educational laws and prin-

ciples formulated, and the student prepared to realize his ideals in practice.

Educational Psychology This is a systematic study of the human mind as material to be educated. It uses the data obtained in physiological psychology and child study pertaining to mental activity and development. The power and possibilities of the mind to be educated, the value of educational methods, the relation of the various activities of childhood to ideal development of character, economy of mental effort, the training of the will, etc., are all within the scope of this subject. The different theories of association, attention, interest, belief, emotion, and will are investigated.

TRAINING WORK

The work of this important department is carried on the model school. The teaching force in the model school is made up of training teachers, and specialists from the faculty who gave regular instruction in reading and physical culture, vocal music, drawing, penmanship, nature study and manual training; heads of departments who supervise work in their lines and in some cases conduct classes of children; and student teachers from the senior class. The model school comprises kindergarten, primary and secondary grades. Every effort is put forth to make this a superior public school.

Students in training for kindergarten work take up as a part of their pedagogic work the history and philosophy of the kindergarten, Mutter and Kose Lieder, theory and practice of the gifts and occupations; nature study, garden work, songs and games, physical culture for young children. This work is conducted by the kindergarten training teacher, assisted by the specialists of the normal school. Kin-

dergarters must learn to live with the children. Only those who by nature have a great love for children are qualified to take this work. The kindergarten must combine the features of the ideal home and the ideal school.

The primary teacher needs the kindergarten training and the kindergarten spirit. The home ideal must pervade the primary school. A year's work in the model school will demonstrate whether or not the student-teacher has the natural qualifications to lead and inspire children. In addition to the accepted work of the primary school, it is expected that the kindergarten work adaptable to primary grades will be continued. Nature study, literature, art, music and physical culture are the subjects on which stress is placed throughout the primary course with much outdoor and garden work.

The training work in the grammar school is designed to touch all the accepted work of those grades, with special emphasis on curriculum, subject matter, method of recitation, physical and moral conditions. Throughout the grammar school course, stress is laid on reading, arithmetic, language work, geography, nature study, literature, history, art, manual and physical training. Outdoor science work is a prominent feature throughout the course.

KINDERGARTEN

The need of the kindergarten as a transition between the home and the Primary Grades is becoming more apparent every day. To supply this need the Normal University has its kindergarten department. Here opportunity is given students not for kindergarten training alone, but for the theoretical and practical training in kindergarten methods as applied to grades beyond the kindergarten.

Junior Year "Study of Child Nature," with a psychologic study and discussion of each instinct of the child upon which the study is based.

Along with the study of the child from this point of view a course of reading is followed, embracing the best and most recent thought on the subject.

2. Hand Work. The students will be required to do the regular schools of occupation, and to study their relation to development of art and industry. Special stress will be laid upon the arts of primitive man and practical work done in the class room in basketry, pottery, weaving, etc.

3. The Story. The greatest ethical truths come to us in tales. The story is the means of bringing these truths to children. Stress is laid upon the telling of stories to children: adapting stories and bits of literature; the kinds and number of stories and where the best may be found.

This work correlates closely with the literature in the grades.

4. Games. The kindergarten educates through play. Through the games the child becomes conscious of his social self. Froebel placed more stress upon this phase of child life than upon the gifts or occupations. He would have those who train children become real playmates and companions. Much stress will be placed upon the spirit of play in the kindergarten and students will at all times be asked to join with the children in their games. Along with the games in the play circle, study of dramatization and racial games will be made by students. The games children play at home and on the streets will be adapted. All the physical culture the child gets in the kindergarten comes to him through his games and rhythemics, and games must be studied also from this point of view.

5. Observation. Junior students will spend a number of hours each week in observing lessons given by the director. These lessons will afterwards be discussed with the director as to material, value to child, and criticism. Opportunity will be given students for conducting lessons in occupation or gift.

Senior 1. (a) The Philosophy of Froebel as set forth in **Year** his "Education of Man." (b) The system of Froebel as compared with other systems of education. (c) Out of this comparison grow the distinctive features of his system as set forth in "Educational Law."

2. Mutter and Kose Lieder. The text book of the kindergarten. A thorough study is made of the more important songs. The songs will be studied not only as a basis for the program work, but also as an aid in all work in any grade beyond the kindergarten.

3. The Gifts. The gift material of the kindergarten is studied in its development and its relation to the development and needs of the child. Along with gift, occupation material will be reviewed and the two viewed as a unity. The gifts and occupations may both be used in the grades and students will be given opportunity of adapting both for more advanced grades.

4. Stories.
5. Games.
6. Observation. } Same as Junior Year.

7. Transition Class. That there may be no abrupt change to the child in entering the first grade from the kindergarten, all first grade work grows gradually out of the kindergarten. Special work is given students in methods of transition in number, art, science and industrial work. Seniors conduct classes and plan lessons at stated times during the year.

Mothers' Meetings Since by means of the kindergarten we mediate the home and the school proper, it is necessary that the kindergartner come very closely in touch with the child's home life, and in turn that the mother understand the plan of work in the kindergarten. To accomplish this sympathy, mothers' meetings are held once a month, where the kindergarten director meets with the mothers and leads in the discussion of practical problems in the child's life. These meetings have been of so great benefit that they have become a part of the regular kindergarten work.

BIOLOGICAL SCIENCES

The work in this department includes botany, zoology, physiology and experimental psychology. In all phases of the subject the aim is the same.

1. To add to the general culture of the student through a study of vital phenomena, and the interrelations of living things.
2. To develop powers of observation, accuracy of expression and ability to form accurate judgments.
3. To lay a foundation for the scientific study of psychology, sociology, politics, history, literature and pedagogy.

Students are encouraged to get as much of their knowledge as is practicable first hand, and for this purpose many of the afternoons are set aside for field excursions, and more than half the hours for class work are spent in the laboratory.

The laboratory is fairly equipped with material for biological work. Much of the material in daily use is obtained in the neighborhood by the students themselves, but there are also available collections from many localities to illustrate particular points. The laboratory contains several good microscopes, an in-

cubator, a microtome and a good line of reagents for histological work.

The department library contains some of the best reference books to be had upon the subject, and will be added to as fast as the funds of the school permit. **Botany and Zoology** Elementary work in these subjects, under the general head of Biology, is carried on during the sophomore year. Studies are made of the animals and plants of the neighborhood, special attention being given to flowering plants, the relation between flowers and insects, structures in plants showing adaptions to environment, aquatic insects, etc. Throughout the course much attention is given to the general laws of biology, as applicable to plants, animals and human beings.

No one book is used as a text book, but very frequent use is made of Jordan and Kellogg's Animal Life, Muller's Fertilization of Flowers, Sharp's Insects, Peckham's Instincts and Habits of Solitary Wasps, and the writings of Wheeler, Needham and others.

Physiology A course in Physiology is given in the Junior year. It includes Mammalian Anatomy and Histology, with the dissection of a mammal; Human Physiology, normal and pathological; and studies in hygiene. Special attention is given to questions regarding foods. Diseases are considered with a view to a proper understanding of measures for the preservation of the public health.

Experimental Psychology This course is intended to supplement the course in physiology, and will deal with the reaction of the environment upon the nervous system. In the subjective effort to understand the workings of the individual mind or in the objective work in child study the psychology of the senses is of primary importance, and the greater part

of this course will be devoted to the psychology of the senses.

PUBLICATIONS OF THE DEPARTMENT OF BIOLOGY.

The principal recent publications of the department of biology are as follows:

These publications are mostly by Mr. Cockerell, but Mr. E. Atkins, Mrs. Cockerell, Miss Mary Cooper and Mr. John McNary have also contributed.

Descriptions of New Bees collected by Mr. H. H. Smith in Brazil II. Proc. Acad. Nat. Sci. Phila., 1901, pp. 216-222.

A New Coccid on roots of Rubus. Psyche, June, 1901.

Horticultural Prospects of New Mexico. Bailey's Cyclopedias of American Horticulture, Vol. 2, p. 1082.

Variation in a Bee. Nature, June 13, 1901.

The Mongoose in Jamaica. Nature, June 21, 1901.

Review of Simpson's Synopsis of the Naiades, or Pearly Freshwater Mussels. Science June 21, 1901.

New Coccidæ from New Mexico. Canad. Entom. July, 1901.

Pieris rapæ. Entomologist, July, 1901.

A New Sphaeralcea. Botanical Gazette. July, 1901.

An Evolving Ashmunella. Nautilus. July, 1901.

Varietal and Specific Names. Torreya, July, 1901.

Nomenclatorial Note. Torreya, July, 1901.

A Horned Lizard at a high altitude. Science, July 19, 1901.

A New Gooseberry Plant-louse. Canad. Entom. Aug., 1901.

New and Little-known Bees from Nebraska. Entom. July, 1901.

South African Coccidæ. Entom. Aug., 1901. Sept., 1901.

New and Little-known Coccidae. I. Ripersiella and Cero-puto. Proc. Biol. Soc. Washington, Aug., 1901.

Aspidiotus articulatus, Morg., in Costa Rica. Ent. Mo. Mag., July, 1901.

The New Mexico Coccidæ of the Genus Ripersia. Annals & Mag. of Nat. Hist. July, 1901.

On a Slug of the Genus Veronicella from Tahiti. Proc. U. S. Natl. Museum, 1901.

Hemiptera on Verbascum. Psyche, July, 1901.

A Peculiar New Type of Halictine Bees. Ent. News, Sept., 1901.

Eggs of Arachnis Zuni. Ent. News, Sept., 1901.

- A New Cypripedium. Proc. Biol. Soc. Wash., Sept., 1901.
- Lucapina crenulata* (Sowerby). *Nautilus*, Oct., 1901.
- Navanax inermis* (Cooper). *Nautilus*, Oct., 1901.
- Bees from Southern California, visiting flowers of *Eriogonum* and *Rhus*. *Canad. Entom.*, Oct., 1901.
- New Bees of the Sub-family Anthophorinae from Southern California. *Canad. Entom.*, Oct., 1901. Nov., 1901.
- Three New Nudibranchs from California. *Journ. of Malacology*, Sept., 1901.
- Limax Nyctelius*, Bgt., in Washington. *Journ. of Malacology*, Sept., 1901.
- Psammobia Ferroensis* Var. *Pallida*. *Journ. of Malacology*, Sept., 1901.
- The Coccid Genus *Erium* in South America. *Revista Chilena de Hist. Nat.* Aug. 1901.
- Some Insects of the Hudsonian Zone in New Mexico. V. *Psyche*, Nov., 1901.
- On Some Bees of the Genus *Andrena* from New Jersey. *Journ. N. Y. Ent. Soc.*, Sept., 1901.
- Some Insects of the Hudsonian Zone in New Mexico. VI. *Hymenoptera Apoidea*. II. *Psyche*, Dec., 1901.
- The San Clemente Island goat. *Nature*, Nov., 14, 1901.
- A New Pest of Pine Trees (*Semasia effectalis*). *Entom. News*, Dec., 1901.
- A New Tethys from California. *Nautilus*. Dec., 1901.
- Pigments of Nudibranchiate Mollusca. *Nature*, Nov. 28, 1901.
- A New Mealy--bug on grass roots. *Canad. Entom.*, Dec., 1901.
- Species of *Brachycistus* (Fam. *Myrmosidæ*) from Southern California. *Canad. Entom.*, Dec., 1901.
- A New Lac—Insect from South Africa. *Entom.*, Dec., 1901.
- Hesperaster*, a genus of *Loasaceæ*. *Torreya*, Dec. 1902.
- Chrysomphalus agavis* as a Pest. *Entom. News*, Jan. 1902.
- Mytilaspis beckii* in California. *Entom. News*, Jan. 1902.
- Aspidiotus sacchari* in Java. *Entom. News*, Jan. 1902.
- A new genus of South African Coccidæ. *Entom.* Jan. 1902.
- Notes on two California nudibranchs. *Journ. of Malacology*, Dec. 1901.
- Limax maximus*, L., at Los Angeles, California. *Journ. of Malacology*, Dec. 1901.
- Preoccupied names in Zoology. *Nature*, Jan. 9, 1902.

The English Sparrow in New Mexico. Science, Jan. 24, 1902.

New genera and species of Coccidæ, with notes on known species. Ann. Mag. Nat. Hist. Jan. 1902.

The Inheritance of Mental Characters. Nature, Jan. 16, 1902. Feb. 20, 1902.

New Bees of the genus *Andrena* from Wisconsin. Canad. Entom., Feb. 1902.

Notes on *Ashmunella*. Nautilus, Feb. 1902.

Review of Coccidæ Americanæ. Amer. Nat., Nov. 1901.

Review of Coccidæ Stanfordianæ. Amer. Nat., Nov. 1901.

North American Bees of the genus *Andrena*. An. Mag. Nat. Hist., Feb. 1902.

Aspidiotus hederae in Australia. Entom. News, March, 1902.

A new gall-making Coccid. Can. Entom., March 1902.

Notes on the mouth-parts of *Bombus*. Can. Entom., March 1902.

Notes on Southwestern Plants. Torreya, March 1902.

The Coccid genus *Aulacaspis*. Entom., March 1902.

On some genera of Bees. An. Mag. Nat. Hist., March 1902.

The Blackberry Crown-borer in New Mexico. Entom. News, April 1902.

The Bee-genus *Xenoglossa* in California. Entom. News, April 1902.

Icerya seychellarum (Westwood) in S. Africa. Ent. Mo. Mag., April 1902.

Fiorinia sulcii, Newstead, in France. Ent. Mo. Mag., April 1902.

Bamboo Coccids in Algeria. Ent. Mo. Mag., April 1901.

South African Coccidæ II. Entom., April 1902.

New Coccidæ from the Argentine Republic and Paraguay. Canad. Entom., April 1902.

The Nomenclature of the Coccidæ. Entom., April 1902.

A new Plant louse from Southern California. Bull. Southern Calif. Acad. Sci., April 1902.

Review of Collinge on South African Slugs. Journ. of Malacology, April 1902.

A new gooseberry from New Mexico. Proc. Biol. Soc. Washington, April 1902.

[With S. H. Scudder.] A First List of the Orthoptera of New Mexico. Proc. Davenp. Acad. Sci., 1902, pp. 1-60.

The Putnam Scale (Aspidiotus aencylus, Putnam.) Proc. Davenp. Acad. Sci., 1902. pp. 61-62.

A gall-making Cynipid Fly in Jamaica. Nature, April 1902.

Some Insects of the Hudsonian Zone in New Mexico, VIII. Psyche, May 1902.

The Nomenclature of the Monophlebine Coccidæ. Science, May 2, 1902.

Review of Newstead, Monograph of the Coccidæ of the British Isles. Science, May 9, 1902.

The name of a Western Aquilegia. Torreya, May 1902.

A new Heliotropium. Botanical Gazette, May 1902.

PHYSICAL SCIENCES

Geography In all the departments the aim is to lay a broad foundation for future work. Geography includes the elements of all the sciences and hence is especially desirable at the beginning of a course in which the special sciences are later worked out more in detail.

The following topics are considered: South America compared with North America as to relief, political divisions, peoples, products and governments. Atlantic ocean; steamship routes, submarine telegraph, Atlantic islands and Great Britain; Geography of Eurasia, physical features, productions, peoples, routes, customs, government; Africa taken up in similar manner. Erosion, building and wearing plains, coastal and flood plains; island building; weather bureau; trade winds and ocean currents; longitude and latitude. A course in chalk modeling accompanies each year's work in Geography.

Physiography The work in physiography consists of laboratory, field and class-room work. Especial attention is given to the features of the region in which the school is situated—a region rich in physiographic forms. The course includes a general view of the earth as a member of the solar system. The main part of the course is devoted to a study of the land.

Particular attention is given to the work of erosion, the mode of formation of rivers, mountains, plateaus, etc. The class room work suggests theories which are verified or disproved by the field work.

Physics The course in physics includes class room and laboratory work. Experiments are performed by the students themselves, and the fundamental principles of mechanics, sound, light, heat, electricity and magnetism demonstrated individually by each member of the class.

The class-room work consists principally of an application of the principles thus established to practical problems.

Geology Geology is merely a history of the successive physiographic events throughout the ages. The subject is treated in its three principal phases: dynamical, structural, and historical. It is assumed that the forces now at work on the earth have been at work for untold ages in the past. With this basis the history of the structure of the world from the beginning is traced. This region is an exceptional field for the study of the succession of strata.

Chemistry The course in chemistry embraces six hours a week for thirty-six weeks. General inorganic and theoretical chemistry during the first half year; preparation, solution, precipitation, leading to qualitative analysis. Principles of chemistry as applied in cooking, manufacturing, industrial processes, medicine. Organic chemistry. Qualitative analysis, to the extent of enabling students to detect the common metals and acids. Elementary work in quantitative analysis. Method of extraction of metals from ores.

SOCIAL AND POLITICAL SCIENCES

Much stress is laid upon this department because of its vital importance in connection with every

course. A knowledge of the branches included therein is equally essential to the teacher, the business man, the professional man. In fact as a general preparation for the duties of intelligent citizenship, no more useful courses can be offered.

Sociology This course includes a survey of the elements of social theory, the elements and structure of society, physical and psychical social processes, the elements of social laws and causes, the nature and end of society, the development of the social mind, the evolution of personality. It should give a clear insight into the problems of society and prepare the student for harmonious life therein.

Government Includes a survey of the historical evolution of government, its origin, growth, and the present status of the governments of the world. This is followed by a careful analysis of the government of the United States as outlined in the constitution. The aim is intelligent citizenship. The idea of citizenship, with its privileges and obligations is emphasized throughout the course.

Economics Includes a survey of the great economic movements of history. The history of banking, history of tariff legislation, economic theories, economic values, industrial evolution, division of labor, conditions of progress, phases of progress, progress as a conversion of energy, the problems of exchange and distribution are among the subjects considered. The aim is an absolutely unprejudiced view of the great economic questions affecting human welfare and progress.

LITERATURE

The purpose of this department is threefold. The course aims in the first place to give a deep and real culture and refinement of intellect and spirit. In the second place it aims to give a clear knowledge of, and

definite acquaintance with, the best things in literature, and an understanding of the interrelation of history and literature. In the third place all work in the department aims to develop a clear and forcible English style of expression.

That these aims may be secured, there have been selected as a basis of study the best pieces of literature from all languages, but especially from the English. These selections are studied in the light of the history of the time and of the student's own experience. The student is urged to form the habit of bringing all his original observations of physical and human nature to bear upon the interpretation of the work in hand. This habit of study has the double value of widening the student's conscious observations of his surroundings, and of deepening his understanding of his author. After a thorough study has been made of a work and its historical surroundings and significance, a carefully written paper on the subject is required from the student. In the lower classes, however, these papers are required daily during the development of the subject, and constitute the main part of the work.

Finally, when a student has completed the course, he is supposed to be able to bring to any literary work that he may wish to undertake, a mind used to literary habits, and a systematic method of literary study. He has been introduced to real literature. In the seventh and eighth grades such selections as the following are used:

Seventh Grade Adventures of Ulysses (Lamb), Enoch Arden, Irving's Sketch Book, Evangeline, Snow Bound, Hans Brinker.

Eighth Grade Lady of the Lake, Tennyson's Sir Galahad, Tales of Chivalry, Longfellow's Keremos, Merchant of Venice.

Higher Grades In higher grades there is composition work consisting of daily themes based upon the mythologies and epics of the ancient Norse and Greeks; chronological selections from English literature, from Shakespeare to the present time. (Only complete works are used in these selections); Special study of representative authors, as Wordsworth, Tennyson, Browning, Shakespeare and others.

HISTORY

U. S. History This work continues through two years corresponding generally to the seventh and eighth grades. Pre-Columbian history; discoverers; political, industrial and religious conditions of countries from which they came. History of the Atlantic coast region. History of the Mississippi valley. History of the Rocky Mountain region. History of the Southwest. History of the Pacific slope. This work is largely a study of the lives of explorers and pioneers.

The Revolutionary War; incidents and songs of the war. The United States under the Constitution. This is largely a study of the lives and measures of statesmen. The Civil War; causes, incidents, inventions. Recent events.

General History Includes a general survey of the history of the great civilizations of the world. The research method is used. Masterpieces of historic fiction and epic poetry, and composition work based on the same, form a prominent part of the course.

ENGLISH LANGUAGE

The formal study of English is carried on as far as possible in correlation with history, literature and other subjects. The following outline will show something of the methods followed:

Seventh Grade (Oral) Defining; analysis of sentences; forms and uses of words; infinitive and participial constructions. (Written) Study of authors and statesmen; reproduction and illustration of subjects from the reading.

Eighth Grade (Oral) Words as to etymology, etc.; defining; forms of words and syntax; idiomatic construction; analysis of sentences. (Written) Authors; legends and biographies; illustrated reproduction of topics from the literature and history.

Higher Grades In the freshman year there is much composition work based on the literature and history. In the sophomore class a course in rhetoric and prose analysis is given.

ANCIENT LANGUAGES

Latin The aim of this department is to secure a reading knowledge of the language, to study the relation of English to the Latin language, together with a study of Latin literature.

The first essential is a thorough knowledge of grammar and vocabulary. Practical application of Latin syntax is given in prose composition. Latin is begun in the ninth grade. During the latter part of the course the literary value of the language receives special attention. The work comprises the following courses:

First Year: Collar and Daniel's First Latin Book. Great care is taken to give beginners in Latin a good foundation for future work, to insure the mastery of inflection and the most important rules of syntax. With the memorizing of vocabulary the derivation of words is constantly studied.

Second Year: A Second Year Latin Book is used, made up of miscellaneous selections of easy Latin and selections of Caesar's Gallic War, equivalent to four

books of Caesar. Special attention is given to grammatical forms in order to secure greater facility and enjoyment in further study. Prose Composition one hour a week during the year.

Third Year: Cicero, Four Orations Against Catiline, the Orations on the Pardon of Marcellus, and the Citizenship of Archias. Students are required to study the life and times of Cicero. Frequent sight and sound translations are given, and oral reading of Latin is encouraged. Prose composition one hour a week during the year.

Fourth Year: The Aeneid, Books I, II, III, IV, V, VI. Study of word analysis, poetic idioms, scansion. Roman mythology, together with a study of the Aeneid as a literary work.

Greek The aim of this department is to obtain a reading knowledge of the language, easy and rapid translation and an appreciation of its literature. A foundation of grammar is necessary and during the first two years special attention is given to forms and syntax.

First Year: White's First Greek Book for the first two terms. Stress is laid on declensions, conjugations and vocabulary. During the last term Xenophon's *Anabasis* is begun, and prose composition.

Second Year: *Anabasis* continued, with prose composition. Special study of syntax continued, with frequent sight translations. Selections from Herodotus. One recitation weekly in Greek literature;

Third Year: *Iliad*, Books I, II, III; *Odyssey*, Book IV. The dialect, prosody and literary style of Homer are themes of special study. Xenophon's *Memorabilia* Plato's *Apology*. Special study given to Athenian life during the time of Socrates, and to the literature of the age.

MODERN LANGUAGES

German The aim of the instruction in German is to enable students to read modern German authors, to comprehend German when spoken, and to use oral as well as written German with ease, in the simple forms of discourse. The work begun in the elementary school is carried on through the seventh and eight grades by means of daily conversation and reading. In the higher grade the following course is offered:

First Year: Spanhoofd's Lehrbuch der deutschen Sprache; practice in conversation, composition and the use of the German script. Storm's Immensee; light reading.

Second Year: Lessing, Minna von Barnhelm, Von Hillern, Höher als die Kirche. Schiller, William Tell. Conversation. Translation by ear.

French First Year: Grammar, Frazer and Squair, supplemented by easy readings. Conversation receives special attention throughout the year.

Second Year: Grammar continued. La Fontaine's Fables, Souvestre, Un Philosophe sous les Toits, Dumas, La Tulipe Noire.

Spanish First Year: Conversation; inductive method. Study of choice bits of Spanish literature based on Combined Spanish Method of De Tornos. Composition.

Second Year: Conversation based on study of Gil Blas, and of literary *genres* of contemporaneous Spanish writers. Correspondence, social and commercial.

READING AND PHYSICAL CULTURE

The purpose of this department is expression, and the training is threefold—that of the mind, the body and voice. It includes work in elocution, oratory, physical culture, development of the speaking voice,

public school reading and gymnastics, and dramatic culture.

Seventh Grade Baldwin's Seventh Reader is used also The Birds' Christmas Carol, and selections from Whittier. Prose selections from Kate Douglas Wiggin and Eugene Field are read.

Eighth Grade Baldwin's Eighth Reader is used and selections from Merchant of Venice, using Lamb's Tales as aid. Folklore and dialect stories, by Joel Chandler Harris, Dr. John Watson, and others; use of the library is taught.

Elocution and Oratory In the work in elocution and oratory, it is the endeavor to cultivate the originality and preserve the individuality of the student. The work includes a study of thought, words, emphasis and accent, and analysis of the masterpieces of literature. Selected plays and scenes from Shakespeare are produced.

Voice The work in voice culture includes breathing, voice production, exercise for strengthening and modulating the voice, and for developing flexibility and smoothness. The voice is trained for endurance. Defects of speech may be overcome.

Physical Culture In the physical culture work, while exercises for health and strength are given, the main object is the control of the body by the mind, the harmonious development of the whole body for expression, as a servant of the will. A combination of systems is used for development, preliminary to gesture work. The Delsarte system is taught, and a series of exercises especially arranged for public school use.

Public School Reading The idea method is used, and the child is led to see thought on the printed page rather than words. Especial attention is given to primary methods.

ART

Art as a mode of expression is effective only when it is spontaneous and unforced. Only when the power of observation is trained, can one's expression be free from uncertainty and hesitation.

Drawing Free hand is first considered in this course as the most ready means of form of expression. Charcoal, the simplest medium in drawing, is first used, and later, pencil and brush can be handled with greater simplicity and consequent freedom. As each subject is taken up, its adaptability to blackbord work will be discussed.

The following outline will indicate the scope of the work in the normal and academic courses.

Charcoal Study of form from simple objects. Development of light and shade.

Pencil Elements of perspective as its laws are discovered in the use of simple models. Drawing of flowers, leaves and all forms used in nature study. Conventionalization of natural forms. Designing with use of natural forms as motives.

Color Theory of color, illustrated by prism. Geometric and leaf forms in flat tints for ease in manipulation of brush. Water color studies of simple models and natural forms.

MATHEMATICS

The aim of this department is to develop accurate, logical thought, and to give the student mastery of the fundamental principles and ideas of elementary mathematics. It includes arithmetic, algebra, plane and solid geometry, trigonometry and analytics.

Arithmetic (Correlated Work) The work embraces not only a thorough mastery of processes, but also the demonstration of all principles, application of

principles to original problems, practice in rapid computation and logical analysis.

Seventh Grade: Analysis of fundamentals in arithmetic; longitude and time; measurements; metric system; carpeting, wall papering, plastering, shingling, and brick laying; per cents, discounts, interest by years and months. Algebra; eliminations by addition or subtraction; all arithmetical operations given in corresponding algebraic terms;ventional geometry; angles of triangles, quadrilaterals, pentagons, hexagons, etc. Inventional problems involving the elementary principles of plane geometry.

Eighth Grade: Per cents, commission, insurance, interest; promissory notes, partial payments, stocks and bonds; ratio and proportion; powers and roots; square root, cube root. Inventional geometry; areas of all foregoing figures; hypotenuse of right triangle; circumference and area of a circle; surface and solid contents of cylinder and right prism; algebraic representation of surfaces and volumes of geometrical figures; inventional problems; radicals; cube root—algebraic representation; metric system—algebraic representation.

Elementary Algebra This subject is taught in the seventh and eighth grades in correlation with arithmetic and inventional geometry. A more complete course is taken in the freshman year. It comprises a thorough study of all the principles and operations of algebra through quadratics.

Plane Geometry This subject is studied in an elementary way in the seventh and eighth grades. A more complete course is offered during the sophomore year, and covers the work outlined by any standard text book on the subject. Especial attention is given to the methods of attack for solving original propositions.

Solid Geometry This course is offered during the second half of the junior year, and is continuous with the course in plane geometry.

Advanced Algebra This course runs through a half year. It comprises a careful study of the principles of the subjects usually required by colleges and universities in their courses in advanced algebra.

Trigonometry An elementary course equal to that usually offered by colleges and universities, is offered during a half year.

Analytical Geometry A course in the elementary principles and methods of analytical geometry is offered during a half year.

MANUAL TRAINING

Seventh Grade In woodwork, continue work with knife, using other tools where helpful. Make such articles as hammer handle, tooth brush rack, cutting board, letter opener. Introduce chip carving, having pupils decorate their work with simple designs. Insist on work being neatly done and of good finish. Varnish the more highly decorated pieces. In science work, pupils will make articles useful in elementary biology and geography.

Eighth Grade In woodwork, make such articles as coat hanger, bench hook, match safe, ink stand, bracket shelf. Develop chip carving more fully. Insist on well finished models. Introduce line grooving in decoration as well. Make a few models such as foot stool, requiring parts made by lathe. Continue to have pupils make apparatus needed in science work.

Ninth Grade In joining, take exercises employing the lock joint, mortise and tenon, dovetail, mitre, etc. In gouge work, make such articles as pen tray, ink stand, sugar scoop, etc. Employ the lathe to make rounds for foot stools, towel racks, etc. Make picture

frame with dovetail mitre joint, tray with inlaid figure of different woods. Develop chip carving and employ this means of decoration when desired, also lining and grooving. Finish work with shellac, varnish and stains.

Tenth Grade The first term of this year will be devoted principally to lathe work. Learn use of lathe, and make such articles as gimlet handle, file handle, round ruler, and stocking mender. Combine turning with other work, making such articles as bric-a-brac, towel holder, window box, book-shelves, and paper holder. Make such articles as glove boxes, with inlaying and carving. Develop further the forms of joints, such as mortise and tenon slip joint, and use in boxes of different kinds. Insist on highly finished work. Some original work will be done during this year.

Eleventh Grade The work of this year will be devoted mostly to clay modeling and designing, with the elements of wood carving.

I. Clay modeling. Simple geometric forms. Repetition of geometric forms for uniformity. Fruit forms. Leaf and plant forms from nature and plaster casts. Scrolls and conventional forms from plaster casts. Birds and animals in bas-relief from models. Original conventional designs. Reproduction of bas-reliefs and designs in plaster.

II. Designing. Drills in geometric forms for freedom of line. Repetition of geometric forms for uniformity. Simple geometric designs. Free hand sketching, leaf and fruit forms, from nature and plaster casts. Conventionalization of leaf and fruit forms. Ornamental designs suitable for reproduction in clay and wood.

III. Wood carving. Only simple designs will be attempted this year, such as leaf and scroll forms.

Twelfth Grade Wood carving for the first half year will constitute the principal work. Panels in scrolls, in leaf and fruit forms, and in animal forms will be made. During the second half year, the student will do largely individual work. He will be expected to turn out highly finished articles, using free hand carving where desirable. The models include easels, tables and cabinets.

Teachers' Course Fall and winter terms. The work for these two terms is designed to give the requisite eye and hand training to those who expect to teach. The models include the coat hanger, cutting board, bench hook, ironing board, T-square, envelope box, match safe with design in chip carving, pen tray, picture frame with half lap joint, and box with sliding cover and dovetail joints.

Spring Term: The work of this term includes a reading course on educational manual training, and class discussions on all questions involved. An elementary course for all the grades will be worked out. The work includes paper folding and weaving, sewing on perforated cardboard and burlap, clay modeling in geometrical and life forms, basket and mat weaving in raphia and rattan, cardboard construction in geometrical forms and in useful articles, whittling in wood, bent iron work, easy bench work involving simple joints and elementary chip carving.

VIII. GENERAL INFORMATION

LOCATION

The City of Las Vegas has a population of 10,000. It is a leading commercial center of New Mexico. It is a thriving business place, situated at the eastern base of the Rocky mountains, at an elevation of 6,398 feet. The foothills rise from the western side of the city. Only six miles away are the famous Las Vegas

Hot Springs, and an hour's drive brings one into some of the most beautiful mountain canons.

Of all the school and residence towns of the Rocky mountain region, Las Vegas undoubtedly affords the most favorable conditions. As a place for study all the year round it could not be excelled. The winters are mild and pleasant, zero days and cloudy days being rare. The summers are almost perfect. The nights are always cool and the heat of the day rarely touches 90 degrees.

Las Vegas is on the main line of the Atchison, Topeka & Santa Fe railroad. It is twelve hours by rail from Denver, fifteen hours from El Paso, thirty-four hours from Chicago and thirty-two from Los Angeles. The best of train service makes it easy of access from all directions.

CLIMATE

Dr. Francis H. Atkins, for many years meteorological observer for the U. S. weather bureau, makes the following statements concerning the climate of Las Vegas: Dryness is the most characteristic feature of the climate. At the altitude of Las Vegas the air contains only about one-half as much moisture as that at sea-line, and even there it averages for the year less than one-half the moisture it can contain (mean relative humidity being about 45, and as low as 20 at times). The rainfall is 18.25 inches a year, two-thirds occurring in the five warmest months. Rain in winter is practically unknown, all precipitation being as snow. The average total precipitation in the three winter months during ten years at a point near this town, was 1.09 inches of water, all as snow. These statements show a dry winter and spring. November is also very dry, the greatest rainfall being at the season when moisture can most easily be tolerated by invalids. The percentage of sunshine is high, an aver-

age of three years showing 280 clear days, 60 partly cloudy or fair days, and only 25 cloudy days, the chief cloudiness of the year occurring in July and August. (In California the greatest rainfall and cloudiness occur in midwinter.)

In the coldest winters at this altitude (6,398 feet) the thermometer will go below zero occasionally. In the hottest summers it may reach 90 degrees—rarely higher. The summers are very delightful, the air being dry except during the afternoon or night showers, and the nights always cool enough for blankets. The heat of the day is chiefly from 11 a. m., to 4 p. m., and one step from the clear sun into the shade brings coolness at once. For any debility, for incipient Bright's disease, for the earlier stages of consumption, the climate is remarkable beneficial.

An interesting fact is the infrequency with which the great transcontinental storms cross New Mexico; indeed, any severe storms are very rare. The climate is typical of the Rocky Mountains—highly stimulating, and in no way tropical.

THE NEW MEXICO BIOLOGICAL STATION

The Biological Station was founded as an independent institution at Mesilla in 1896. In 1899 it was moved to Las Vegas, and held a successful summer session in the New Mexico Normal University. Brief sessions were also held in 1900 and 1901. The students in attendance have been mostly public school teachers. The result of the research work have been published in the *Annals and Magazine of Natural History*.

The Station is now conducted as a part of the work of the biological department of the Normal University. The absence of any funds which can be devoted to the Station hinders the development of the work.

There is a pressing need for a special fund for the support of original research. During the past year advanced students have carried on research as follows:

Miss Ada Springer. The fauna and flora of the Pleistocene beds of Las Vegas; the variations of the recent and fossil forms of the Molluscan genus *Physa* found at Las Vegas.

Mr. Emerson Atkins. The mouth-parts of Bees.

Miss Mary Cooper. Ants, and the various insects found in ants' nests.

Mr. John McNary. The variations of the Orthopterous genus *Trimerotropis*; the mouth-parts of *Bombyx*; the variations in the skull of the Horse.

Las Vegas offers excellent opportunities for biological work. The summer climate is very good, and at no time is the heat excessive, as it is at lower altitudes in New Mexico and other parts of the southwest. The altitude is about 6,400 feet, with mountains close by rising above 11,000 feet.

Four distinct Life-Zones, the upper Austral, the Transition, the Canadian and Hudsonian can be studied within thirty-five miles of Las Vegas. It results from this that the local fauna and flora are extremely rich in species; in the Hudsonian Zone are forms of circumpolar distribution, and others ranging to Alaska though not to Asia or Europe; in the Canadian Zone we find types identical with those of the mountains of the northern states and of Colorado; in the Transition a varied assemblage typical in part of the foothill region of the Rocky Mountain range; in the upper Austral many species characteristic of the arid southwest, some ranging far southward and westward. With all this comes a certain percentage of local or endemic types, just how numerous further research must determine. Such are the snail *Ashmunella thom.*

smiana porterae and the magnificent butterfly *Argynnis nitocris nigrocaerulea*, both found in Sapello Canon.

The Gallinas river, flowing through Las Vegas, contains a crayfish (*Cambarus gallinulus*) described as new last year, some interesting fishes (*Leuciscus* and *Rhinchthys*), and a variety of aquatic insects, algae, etc. The Hot Springs, six miles away, contain some peculiar organisms, which have not yet been sufficiently examined.

In the Arroyo Pecos, and elsewhere in the immediate vicinity of the town, is an immense alluvial deposit of pleistocene age, containing innumerable remains of mollusca and occasional mammalian fragments.

Special facilities are offered to students of wild bees (*Apoidæa*), the available collections and literature being very extensive. Facilities are also offered for the study of Coccidæ and other groups of insects. Students should, if possible, bring their own microscopes, slides, forceps and other accessories.

THE LAS VEGAS SCIENCE CLUB

In the fall of 1900 a science club was founded in Las Vegas. It holds monthly meetings, which will be found reported in *Science* and in the local newspapers. At each meeting there is an exhibit of interesting specimens by various members, followed by one or more papers on scientific subjects. The club affords an opportunity for those engaged or interested in scientific work to meet together, and discuss the results of their work. The meetings are open to all who are interested, and are attended by some of the more advanced students of the Normal school, who sometimes present papers and exhibits.

SCIENTIFIC EXPEDITIONS

From time to time scientific parties go out from the Normal University, to investigate the natural history of New Mexico. Such have been President Hewett's archaeological expeditions to the Pajarito region, some of the results of which have been a complete archaeological survey of Pajarito Park, an extensive study of cliff-dwelling architecture and pictography, a large amount of interesting burial mound exploration and the collection of much valuable pre-historic pottery, stone and bone implements, crania, etc., all of which is now available for the further study of the pre-historic archaeology of the southwest.

The scientific expeditions of 1901 were as follows:

(1.) A party of students, led by Mr. and Mrs. Cockerell, visited the top of the Las Vegas range at the last of June. Collections were made of the fauna and flora of the Hudsonian Zone, adding much to our previous knowledge.

(2.) A party consisting of Mr. and Mrs. Hewett, Mr. and Mrs. Cockerell, Miss Ada Springer, Miss Helen Blake and Miss Vashti Thomas, visited the coast of Southern California. Considerable collections of the insects and marine fauna were made and were found to include a number of species new to science, which have been described and published.

These expeditions afford excellent opportunities for study, and also for the collection of material. Properly qualified persons will have an opportunity to join in future expeditions, and will be given every facility for work. Work done on such occasions, if approved, will be recognized as part of the regular work of the school, leading to the regular degrees.

THE MUSEUM

A large room is devoted to museum purposes, containing chiefly the reference collections for the use of

students. In addition, cases are placed in the halls throughout the building, containing archaeological, zoological, geological and botanical specimens, arranged so as to be readily examined by the public as well as those in regular attendance at the Normal University. This public exhibit, which is being added to as fast as circumstances will permit, is expected to be very useful to all residents of the community who are interested in science or education, as it will include a carefully labeled series of specimens illustrating the natural history of New Mexico.

It must be some years before the museum can be adequately developed, and provided with the costly furniture which exists in the best museums of today. But already there has accumulated a large amount of material, a considerable portion of which offers excellent opportunity for original investigation. The archaeology, ornithology and conchology of New Mexico are represented by numerous specimens; while collections of plants, insects, etc., are being rapidly formed. A collection has been prepared by Mr. Frank Springer, illustrating the life of past geological ages, each period being represented by typical fossils. The entomological collections are quite large and contain a number of new and rare species. Material is being sent away continually to museums and specialists in many parts of America and Europe, and other material received in return.

Persons in all parts of the country can greatly help in making the museum what it should be, if they will contribute specimens accompanied by the necessary data. Further information as to the needs of the museum and the material desired, will be furnished on application.

ATHLETICS

The faculty and authorities of the New Mexico Normal University extend their fullest encouragement and assistance to that very important aspect of life—the physical development of the student. The Athletic Association of the Normal University is organized on a sound and permanent basis. The association, with the kind and liberal assistance of friends of the school, has completed the building of the finest athletic grounds in New Mexico. These grounds are called "Raynolds Field," in honor of Messrs. Joshua and Jefferson Raynolds, of Las Vegas, who have generously granted to the association the free use, for several years, of a large tract of ground near the center of the town. The grounds have been fenced, a commodious and well built grand stand constructed, football field, baseball diamond, tennis courts, etc., laid out. The association supports all branches of athletics, and in football, baseball, tennis and other sports, the teams of the Normal University have made enviable records during the past year.

LITERARY SOCIETIES

Every regular member of the school must be a member of one of the literary societies, and do regular literary work. There are three societies. The Roosevelt society, which is composed of members of the freshman class; the Sophoclean, which is made up principally of the two upper classes, and the Emersonian, which is composed of all students not in the other two societies. The Roosevelt and Emersonian societies are under faculty supervision.

The purpose of the societies is to give knowledge and practice of parliamentary usages; skill and readiness in essay writing, debate and oratory, and ease

and composure of manner when appearing before an audience.

ORATORIO SOCIETY

The Las Vegas Oratorio Society is a musical organization directed by the professor of music in the Normal University. It is open to students and to all other persons who desire to take up the work. The object of the society is to promote in the community the love of high grade music and to afford to all who desire it, the enjoyment of an evening a week in the study of master-pieces of musical art. Each spring a music festival is held. This year the festival forces consisted of a chorus of one hundred voices, an orchestra of twenty instruments and four soloists, two from Chicago and two from Denver. Two oratorios were presented. "The Triumph of David" and the "American Flag." "The Creation," and "The Holy City," have been presented in past years.

DRAMATIC WORK

The dramatic work of the school has come to be a great source of culture. The work begins in the kindergarten plays, is followed in the model school with the study and presentation of simple selections from the classics and culminates in the higher classes in the rendition of complete masterpieces of dramatic art. Every student in the school is given the opportunity to enter into and enjoy some advantages of this character. On each annual Class Day a play is presented by the graduating class. "She Stoops to Conquer" and "As You Like It," have been presented by former graduating classes, "Midsummer Night's Dream;" was presented by the class of 1901, and "The Merchant of Venice" by the class of 1902.

UNIVERSITY EXTENSION

The faculty will conduct university extension work wherever desired. Each course consists from one to six lectures with required reading courses. Any town in the Territory may secure one or more of the courses offered by paying the traveling expenses of the lecturer. It is advised that extension classes be formed, each with a local director. The courses of study desired may then be selected and the lecturer will meet with class at stated intervals. Besides the regular lecture work, reading courses are laid out and class work directed. One of the main objects of this work is to bring about an active study of the many objects of scientific and historical interest in the Territory.

THE LIBRARY

The library consists of three parts: The library of government publications, the Gould library, and the school library proper. The library of government publications consists of about 500 volumes, and is very valuable for reference work. The Gould library is a collection of about 400 volumes, mainly standard works on philosophy, history and the sciences of man. This library is a loan of Dr. Geo. T. Gould, of El Paso, Texas. The library proper consists of about 2,000 volumes, carefully selected by the heads of the different departments of the school; and it is a most excellent working library. Every book that is ordered fills a definite need, and so there is no waste material filling the shelves. The library, therefore, is of more real value than many libraries of three or four times its size. Volumes are being added constantly as there is demand for them and as funds permit. On the tables are found most of the best magazines.

The library proper is organized on the Dewey sys-

tem, which puts every book in it at the immediate command of every student.

MEDALS

For the purpose of encouraging original scientific research, systematic physical education and the cultivation of the art of public speaking, certain friends of the Normal University have created the following gold medals to be awarded annually as trophies to the students who excel in the lines indicated:

The Raynolds Science Medal, awarded by Messrs. Jefferson and Joshua Raynolds to the student who produces the best piece of original scientific work during the year.

The Blackwell Athletic Medal, awarded by Mr. A. M. Blackwell, to the student who attains to the greatest proficiency in all-round athletics, as shown by the athletic record maintained throughout the year and the result of the Annual Field Day. This medal was won in 1901 by Mr. Manuel Otero of Santa Fe.

The Springer Oratorical Medal, awarded by Mr. Frank Springer to the student who excels in oratory, as shown by the record maintained throughout the year in the departments of English and elocution, in literary society work, and in the Annual Literary Contest. This medal was won in 1901 by Miss Helen McNallan of Gallup.

DIPLOMAS AND DEGREES

The Normal course leads to the degree of Bachelor of Pedagogy. The post-graduate Normal course leads to the degree of Master of Pedagogy. On completion of the academic course the academic diploma is conferred. Students will be graduated whenever they have obtained the requisite number of credits. Commencement exercises will be held only at the close of the spring term.

ENCOURAGEMENT TO STUDENTS AND GRADUATES

Many students have been able to earn their entire expenses while attending the school. As many as care to work for their board can be placed in excellent families, and the duties imposed will in no way interfere with school work. All who desire such employment are invited to correspond with the President, and all families desiring student help are asked to place application for such at the office during the summer vacation. The members of the faculty stand ready at all times to assist deserving students in securing work. Graduates of the school have thus far had very good success in securing positions, every one having been employed during the past year.

TO THE ALUMNI

It is hoped that the alumni will lead in extending as widely as possible the benefits of the school. Its reputation depends upon the success of its graduates and their success is inseparably linked with the success of the school. Every alumnus stands for the belief and principles of his alma mater. It will never confer its diploma upon one who is unworthy, consequently it can use all its influence and prestige to further the interests of its alumni. It can be always active in assisting to secure positions for its graduates, and in assisting in their promotion as rapidly as they demonstrate their fitness for advancement. In turn it must look to them to disseminate among the people a love for all that for which the institution stands.

TO PARENTS

Parents who have children to send away to school are earnestly requested to consider the advantages of the New Mexico Normal University before sending them elsewhere, and especially before sending them

ta schools outside of New Mexico. It is believed that it affords as good opportunities for general and professional education as any institution in the west, and furthermore, the management does not hesitate to invite comparison with any institution of similar character east or west, as to standards and work, capability of faculty, equipment and appliances and all other essential means for the well rounded education of young people. As a matter of loyalty to home institutions we urge parents to investigate the advantages offered here, and not to send their children out of New Mexico to be educated unless they find upon investigation that superior advantages can be secured elsewhere.

TO SCHOOL OFFICERS

The main function of the Normal School is to prepare teachers for the public schools of New Mexico. The state creates and supports normal training schools for the purpose of providing better teachers for the schools of the state. The young men and women, who have placed themselves in training for this purpose, are among the brightest and best of the young people of New Mexico. For the good of all the schools, for the encouragement of our own home teachers, we wish to earnestly urge school officers throughout the Territory to select teachers for their school from among those who graduate from the Normal School courses. We have no hesitation in inviting all friends of education to compare the training which these graduates have had with that given in the best normal schools of the best states in the union. Of the graduates sent out by this school into the public school service thus far, every one has been a successful teacher, and is highly recommended by boards and patrons under whom they have served. For these

reasons we would respectfully urge that the claims of the graduates of our home normal schools be given preference over those from other states, as well as over those of untrained teachers.

ADMISSION

No entrance examinations are held. Students will be classified on the basis of amount and character of previous work, this classification subject to change at any time. Students on entering should always bring such credentials as can be secured relating to their previous work.

EXPENSES

Term Fees Model Schools, (Any grade from kindergarten to eighth grade, inclusive) \$3.00 a term (3 months) in advance.

Normal School, Academic School, Graduate School, Manual Training School, \$5.00 a term (3 months) if paid on registration day. If paid later, \$2.00 a month. Special students \$10.00 a term.

Regular students on entering chemistry classes, will be required to pay 50 cents for material for three months. Special students in either chemistry or manual training will be required to pay \$1.00 a term for material used. Tuition will be refunded only in case of sickness.

Board Table board in private families may be had at from \$4.00 to \$5.00 a week. Rooms cost from \$5.00 to \$8.00 a month. Board with room is offered as low as \$4.00 a week in good families. Self boarding has been conducted satisfactorily by a number of students at from \$10 to \$12 a month.

Catalogs and any desired information concerning the school, will be cheerfully furnished on request. Address all inquiries to

PRESIDENT EDGAR L. HEWETT,
Las Vegas, New Mexico.

IX. CATALOGUE OF STUDENTS

GRADUATES

Atkins Emerson	East Las Vegas, N. M.	1902.
Barker, Chas. B.	Beulah, N. M.	1901.
Beschle, Flora (Mrs Hopson)	Crowley, La.	1900.
Blake, Helen	Beulah, N. M.	1902.
Browne, Clarence	East Las Vegas, N. M.	1902.
Bucher, Maggie J.	East Las Vegas, N. M.	1902.
Clark, Herbert	Ann Arbor, Mich.	1901.
Cochran, Norris	East Las Vegas, N. M.	1902.
Cooper, Mary	Rowe, N. M.	1902.
Douglas, Mrs. Sallie H.,	E. Las Vegas, N. M.	1899.
Duhrsen, Gertrude A.	Espanola, N. M.	1900.
Ellis, Helen M.	Bernalillo, N. M.	1902.
Flint, James	East Las Vegas, N. M.	1901.
Garlick, Mrs. M. E.	E. Las Vegas, N. M.	1902.
Gilchrist, Sophia	E. Las Vegas, N. M.	1902.
Givens, Wellington B.,	E. Las Vegas, N. M.	1899.
Givens, Chas.	Denver, Colo.	1901.
Glassford, Wyne	Annapolis, Md.	1902.
Hendren, Virginia	Walsenburg, Colo.	1902.
Himes, Jessie M.	Normal, Ill.	1899.
Holzman, Minnie	E. Las Vegas, N. M.	1900.
Mayers, Maggie M.	Tres Piedras, N. M.	1900.
McNallan, Helen	Gallup, N. M.	1901.
McWenie, Edward J.	E. Las Vegas, N. M.	1901.
Murray, Georgia	Wagon Mound, N. M.	1901.
Reed, Louisa	E. Las Vegas, N. M.	1902.
Rothgeb, Perle (Mrs. Hock- emeyer.)	El Paso, Tex.	1901.
Springer, Eva	E. Las Vegas, N. M.	1901.
Springer, Ada	E. Las Vegas, N. M.	1902.
Stern, Nelle	E. Las Vegas, N. M.	1901.
Stoneroad, Elba D.,	E. Las Vegas, N. M.	1899.
Tamme, Eunice	E. Las Vegas, N. M.	1902.
Thomas, Vashti	E. Las Vegas, N. M.	1901.
Tuttle: Carrie C.	E. Las Vegas, N. M.	1900.
Weltmer, Ella C.	Santa Fe, N. M.	1899.
Winters, Marion	E. Las Vegas, N. M.	1901.

REGISTER FOR 1901-1902

Normal and Academic

Aber, Ruth	East Las Vegas, N. M.
Abramowsky, Eva	East Las Vegas, N. M.
Alcott, Edna	East Las Vegas, N. M.
Armijo, Louis E.	Las Vegas, N. M.
Arnot, Frank S.	Port Austin, Mich.
Atkins, Albert	East Las Vegas, N. M.
Atkins, Emerson	East Las Vegas, N. M.

Baire, Mabel	East Las Vegas, N. M.
Barker, Chas. B.	Beulah, N. M. Post Grad.
Barker, Elliott	Beulah, N. M.
Barker, Mattie,	Beulah, N. M.
Barker, Pearl	Beulah, N. M.
Barnes, Olive	Beulah, N. M.
Barton, William P.	Pierre, S. D.
Beggs, Wm.	Pittsburg, Pa.
Bell, Irma	East Las Vegas, N. M.
Bell, Blanche	East Las Vegas, N. M.
Benedict, Myron	East Las Vegas, N. M.
Benedict, Ella	Las Vegas, N. M.
Bernard, Maggie	Las Vegas, N. M.
Black, Jas. H.	Raton, N. M.
Blake, Helen	Beulah, N. M.
Blauvelt, Harry	East Las Vegas, N. M.
Bowman, Joe	Ocate, N. M.
Browne, Artless	East Las Vegas, N. M.
Browne, Clarence	East Las Vegas, N. M.
Browne, Mildred	East Las Vegas, N. M.
Bucher, Maggie J.	East Las Vegas, N. M.
Burks, Grace	East Las Vegas, N. M.
Burks, Maggie	East Las Vegas, N. M.
Cavanaugh, Margaret	East Las Vegas, N. M.
Chambers, Maud	East Las Vegas, N. M.
Chavez, Antonio	Albert, N. M. Prep.
Chavez, Emilio	Albert, N. M. Prep.
Cochran, Norris	East Las Vegas, N. M.
Comstock, Ray	Rich Hill, Mo.
Coors, Mary	East Las Vegas, N. M.
Cole, Clarence	Cleveland, Ohio.
Cole, Mabel	Cleveland, Ohio.
Collins, Francis	East Las Vegas, N. M.
Comstock, Eddie	Rich Hill, Mo.
Cooper, Mary	Rowe, N. M.
Cordova, Chas.	La Cueva, N. M.
Crawford, Harry G.	Boulder, Colo.
Crites, John	East Las Vegas, N. M.
Cunningham, Helen	East Las Vegas, N. M.
Cunningham, Marguerite	East Las Vegas, N. M.
Curtis, Inez	Las Vegas, N. M.
Danziger, Jeannette	Las Vegas, N. M.
Degner, George	Raton, N. M.
Denecke, Minnie	E. Eas Vegas, N. M.
Devine, Tom	East Las Vegas, N. M.
Dillon, Loyola	East Las Vegas, N. M.
Dillon, Mary	East Las Vegas, N. M.
Douglas, Marie H.	East Las Vegas, N. M.
Elliot, Frank	East Las Vegas, N. M.
Ellis, Helen M.	Bernalillo, N. M.
Evans, Mac	East Las Vegas, N. M.
Feil, Otto	Manhattan, Ill.
Flint, Margaret	East Las Vegas, N. M.
Frederic, Bernice	East Las Vegas, N. M.
Gallegos, Desiderio	Albert, N. M. Prep.
Gallegos, Simon	Albert, N. M. Prep.
Garlick, Mrs. M. E.	East Las Vegas, N. M.
Gehring, Vera	East Las Vegas, N. M.

Gerhardt, Clara	Fort Sumner, N. M.
Gibbons, Ella	East Las Vegas, N. M.
Gilchrist, Rowland	East Las Vegas, N. M.
Gilchrist, Sophia	East Las Vegas, N. M.
Givens, Chas.	Denver Colo. Post Grad.
Glassford, Wyne	Annapolis, Md.
Graney, Elizabeth	Raton, N. M.
Gross, Robt.	St. Louis, Mo.
Hamblin, Irene	East Las Vegas, N. M.
Harmon, Harper	Topeka, Kans.
Harmon, Owen	Topeka, Kans.
Harrison, Maude	Petersburg, Va. Special.
Hartley, Sarah	East Las Vegas, N. M.
Hartley, William	East Las Vegas, N. M.
Hartman, Beulah	East Las Vegas, N. M.
Hartman, Earl	East Las Vegas, N. M.
Hays, Cecil	East Las Vegas, N. M.
Hazzard, George	East Las Vegas, N. M.
Henriques, Rebecca	East Las Vegas, N. M.
Hernandez, Luis	Las Vegas, N. M.
Hernandez, Pablo	Las Vegas, N. M.
Hedgecock, Charles	East Las Vegas, N. M.
Heidel, Eddie	East Las Vegas, N. M.
Heidel, Eva	East Las Vegas, N. M.
Hill, Hattie	East Las Vegas, N. M.
Hitchcock, Pearl	Lincoln, Nebr.
Holtzman, Mabel	La Cueva, N. M.
Hoskins, Florence	East Las Vegas, N. M.
Hoskins, Harry	East Las Vegas, N. M.
Ireland, Harold	Idaho Springs, Colo.
Jamerson, Charley	East Las Vegas, N. M.
Johnson, Lillie	Watrous, N. M.
Jones, Minnie	East Las Vegas, N. M.
Jones, Nellie	East Las Vegas, N. M.
Jones, William	East Las Vegas, N. M.
Kepner, Lillie	Sabetha, Kans.
Kirk, Volney	East Las Vegas, N. M.
Larazolo, Jose	Las Vegas, N. M.
Larson, Edgar	East Las Vegas, N. M.
LaRue, Jane	East Las Vegas, N. M.
Lehman, Karl	East Las Vegas, N. M.
Lehman, Meta	East Las Vegas, N. M.
Levy, Jake	East Las Vegas, N. M.
Long, Teressa	East Las Vegas, N. M.
Lucero, Juan	La Cuesta, N. M.
Lucero, Leonardo	La Cuesta, N. M.
Lujan, Alfredo	San Ignacio, N. M.
Martinez, Luciano	Rociado, N. M. Prep.
McBride, Rollo	Espanola, N. M.
McKinley, Maude	Madrid, N. M.
McNary, John C.	Dawn, Mo.
McWenie, E. J.	East Las Vegas, N. M. P. Grad.
Mair, Addie	Las Vegas N. M.
Mair, Florence	Las Vegas, N. M.
Manzanares, Manuel	East Las Vegas, N. M.
Marcus, Bernie	East Las Vegas, N. M.
Mernin, Marie	East Las Vegas, N. M.
Murphy, Joe	East Las Vegas, N. M.

Murray, Cornelia	East Las Vegas, N. M.
Nolan, Anna	Myers, Iowa.
Nolan, James	Myers, Iowa.
Norton, Earl	Las Vegas, N. M.
Noyes, Walter E.	Centralia, Ill.
Oakes, Harry G.	Newton, Kansas.
Oakes, Perry	Newton, Kansas.
O'Byrne, Sadie	East Las Vegas, N. M.
Ortega, Jose	Las Vegas, N. M.
Otero, Manuel	Santa Fe, N. M.
Patrick, Edna	Las Vegas, N. M.
Pettijohn, Cora	East Las Vegas, N. M.
Powers, Mary	Buffalo, N. Y.
Pratt, Grace	East Las Vegas, N. M.
Raywood, Gordon	East Las Vegas, N. M.
Reed, Louisa	East Las Vegas, N. M.
Regan, Geneveve	Newton, Kansas.
Ridout, Katie	Ottawa, Canada.
Rhodes, Charlie	East Las Vegas, N. M.
Robinson, Mrs. Lucile	St. Louis, Missouri, Special.
Robbins, Marshall	East Las Vegas, N. M.
Robbins, Esther	East Las Vegas, N. M. Special.
Rodenbach, Phil	Cedar Falls, Iowa.
Rodkey, Edith	Mahaffey, Penna. Special.
Roseberry, Grayce	East Las Vegas, N. M.
Ross, Bessie	East Las Vegas, N. M.
Ross, Carol	East Las Vegas, N. M.
Ross, May	East Las Vegas, N. M.
Rothgeb, Blanche	East Las Vegas, N. M.
Rothgeb, Gustave	East Las Vegas, N. M.
Rothgeb, Perle, (Mrs. Hockemeyer)	El Paso, Texas, Post Grad.
Sanchez, Eulogio	Villanueva, N. M. Prep.
Sanchez, Fermin	Villanueva, N. M. Prep.
Schaefer, Marie	East Las Vegas, N. M.
Schlott, Ruby	East Las Vegas, N. M.
Schmidt, Chas.	East Las Vegas, N. M.
Schroeder, Chester	Raton, N. M.
Senecal, Peter	Las Vegas, N. M.
Smith, Alice Irene	East Las Vegas, N. M.
Smith, Birchie	East Las Vegas, N. M.
Smith, Myrtle	East Las Vegas, N. M.
Solt, Lillian	East Las Vegas, N. M.
Sosaya, Gussie	East Las Vegas, N. M.
Sporleder, Louise	East Las Vegas, N. M.
Springer, Ada	East Las Vegas, N. M.
Springer, Edward	East Las Vegas, N. M.
Springer, Eva	E. Las Vegas, N. M. Post Grad.
Springer, Henry	East Las Vegas, N. M.
Stern, Nelle	East Las Vegas, N. M.
Stivers, Joseph	Raton, N. M.
Stoner, Blanche	East Las Vegas, N. M.
Stoneroad, Elba	E. Las Vegas, N. M. Post Grad.
Sundt, Joseph	East Las Vegas, N. M.
Tamme, Eunice	East Las Vegas, N. M.
Tamme, Lawrence	East Las Vegas, N. M.
Tipton, Leo	East Las Vegas, N. M.
Tipton, Mary	East Las Vegas, N. M.

Tipton, Tom	East Las Vegas, N. M.
Thomas, Vashti	E. Las Vegas, N. M. Post Grad
Trujillo, Albino	Rociada, N. M. Prep.
Tuttle, Carrie	Painesville, Ohio, Post Grad.
Tuttle, Eldon	Painesville, Ohio.
Twitchell, Waldo	East Las Vegas, N. M.
Ward, Anna	East Las Vegas, N. M.
Ward, Charley	East Las Vegas, N. M.
Weaber, Harold	Littleton, Ill.
Wertz, Chris	East Las Vegas, N. M.
West, Nellie	East Las Vegas, N. M.
Whitmore, Irene	East Las Vegas, N. M.
Whitmore, James	Gallinas Springs, N. M.
Whitmore, Stephen	Gallinas Springs, N. M.
Woodruff, Helen	Mooresville, Ind.
Woods, Helen	East Las Vegas, N. M.

ELEMENTARY

Grammar

Aragon, Lucy	Maes, Prudenceo
Barton, Park	Martinez Bernardo
Comstock, Arthur	Onderdonk, Charles
Coleman, Elizabeth	Pickens, Carrie
Cordova, Nicholas	Pickens, Mitchell
Dillon, Joseph	Ragan Nellie
Gehring, Herbert	Rosenthal, Louis
Goldwing, Grace	Roth, Frederick
Greer, Rhea	Routledge, Minnie
Hamblin, Ruth	Schafer, Helen
Jones, Garnet	Sharum, Hazel
Lange, Geraldine	Smith, Robert
Larson, Edith	Springer, Wallace
Leonard, Frank	Watrous, Louisa

Primary

Aber, David	Ireland, Grace
Aiken, Ruth	Jones, Franklin
Allen, Lenore	Jones, George
Baca, Euplio	Leonard, Arta
Baird, William	Lewis, Ikey
Barker, Omar	Lewis, Mamie
Bauer, Gertrude	Ludi, George
Bauer, John	Mann, Marie
Carson, Pearl	Mernin, Norman
Carson, Stanley	Moye, Maggie
Cockerell, Martin	Nason, Dwight
Cramer, Ethelyn	Newcomb, Earl
Curtis, John	Noyes, George
Dailey, Ernest	Onderdonk, Harrison
Ely, Charles	Onderdonk, Margarettta
Evans, Jessie	Patrick, Roye
Funkhouser, Nellie	Powers, Francis
Goke, Christopher	Powers, Gertrude
Goldwing, Clara	Powers, Sherburne
Gregg, Fred	Rees, Donald

Griest, Gordon
Helfrich, Frances
Herzog, Earl

Selover, Angie
Selover, Kittie
Waldon, Russell

KINDERGARTEN

Bowen, Leon	Lott, Harold
Bradley, Charley	Martin, Corinne
Brown, Donald	Martin, Laurice
Brown, Luegardie	Mills, Madelin
Brown, Roy	Money, Dorothy
Coleman, Mary	Moye, Dale
Cook, Eva	Noyes, Henry
Cousins, Marguerite	Onderdonk, Laura
Daniel, Eleanor	Padilla, Celia
Daniel, Josephine	Padilla, Manuelita
Dawson, Emmett	Perry, Clarence
Dawson, Geraldine	Roth, Margaret
Dowling, Florence	Schultz, Willie
Evans, DeSaix	Smith, Ruth
Goke, Carolina	Snyder, Christie
Goldwing, Nora	Standish, Beatrice
Graubarth, Mary	Van Petten, Chella
Hays, Mary	Vollmer, Sylvia
Helfrich, Nellie	Wolff, Berenice
Jordan, Nelson	

SUMMARY

Normal and Academic.....	194
Grammar.....	25
Primary.....	46
Kindergarten	39
Total.....	307



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